

PLEASANT VIEW PRIMARY

340 West Mill Street
Gray Court, SC 29645

GRADES K-3 Elementary School

ENROLLMENT 268 Students

PRINCIPAL Mark Adams 864-876-2131

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	41	53	3	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Excellent	Yes
2004	Excellent	Excellent	Yes

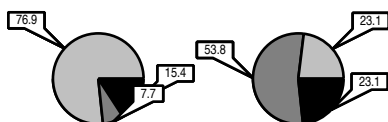
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	13	100.0	0.0	23.1	53.8	23.1	100.0	Yes	Yes
Gender									
Male	8	I/S	I/S	I/S	I/S	I/S	I/S		
Female	5	I/S	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	12	100.0	0.0	16.7	58.3	25.0	100.0		
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	13	100.0	0.0	23.1	53.8	23.1	100.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	12	100.0	0.0	25.0	50.0	25.0	100.0		
Socio-Economic Status									
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	8	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	13	100.0	0.0	76.9	7.7	15.4	61.5	Yes	Yes
Gender									
Male	8	I/S	I/S	I/S	I/S	I/S	I/S		
Female	5	I/S	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	12	100.0	0.0	75.0	8.3	16.7	58.3		
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	13	100.0	0.0	76.9	7.7	15.4	61.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	12	100.0	0.0	75.0	8.3	16.7	66.7		
Socio-Economic Status									
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	8	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	13	100.0	7.7	38.5	53.8	N/A	53.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	13	100.0	N/A	23.1	53.8	23.1	76.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	13	100.0	15.4	61.5	23.1	N/A	23.1
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	13	100.0	N/A	76.9	7.7	15.4	23.1
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 268)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	12.4%	Up from 8.9%	3.3%	2.7%
Attendance rate	95.3%	Down from 95.6%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.6%	3.5%
Eligible for gifted and talented	7.7%	No change	11.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Up from 0.3%	9.6%	8.2%
Older than usual for grade	4.9%	Up from 0.8%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	35.3%	Up from 29.4%	48.4%	51.4%
Continuing contract teachers	88.2%	Up from 82.4%	87.8%	87.5%
Highly qualified teachers**	93.3%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	69.5%	Up from 61.6%	86.5%	86.7%
Teacher attendance rate	95.8%	Up from 90.9%	94.5%	94.9%
Average teacher salary	\$36,795	Up 2.5%	\$39,941	\$40,760
Prof. development days/teacher	15.6 days	Up from 9.2 days	13.7 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.7 to 1	18.5 to 1	18.9 to 1
Prime instructional time	89.5%	Up from 85.5%	89.3%	90.0%
Dollars spent per pupil*	\$5,436	Up 10.3%	\$6,002	\$6,044
Percent of expenditures for teacher salaries*	62.4%	Down from 71.0%	65.6%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission at Pleasant View Primary School is to develop productive, independent learners by providing a challenging and diverse education in a safe and supportive environment utilizing the entire community.

The Pleasant View staff has been busy taking various classes and trainings to better prepare themselves for the students of Pleasant View. The teachers have been trained to enhance Language Arts/Reading and Math instruction through the use of Thinking Maps, Write From the Beginning, Balanced Literacy and Developing Mathematical Ideas. The teacher assistants have been busy as well. Many of our teacher assistants have become "highly qualified" as required by the No Child Left Behind legislation.

The PTO and School Improvement Council continue to be very active groups. Throughout the year, the PTO hosted several family oriented activities: Fall Festival, Spring Fling that included health screenings and a blood drive, and the fall fundraiser to make purchases of needed materials and supplies for the classrooms, computer lab, and other projects around the school.

We expect to continue to offer student programs that provide academic and social growth such as the after-school homework program and drumming corps. Our students participated in a number of service-learning activities: Hefer Project, Pennies for Patients, Pennies for Peace, Secret Santa, and March of Dimes.

Pleasant View was awarded \$2,000 by the State Department of Education for its efforts to raise Palmetto Achievement Challenge Tests (PACT) scores. The funds were used to open the Media Center two days each week during the summer to give the students access to reading material. We also have completed our first year using Measures of Academic Progress (MAP) to measure student academic growth in Math, Reading, and Language Arts. MAP has proven to be a valuable tool in academic planning.

The goal at Pleasant View is for every child to have academic success. To attain this goal an active role must be taken by all involved parties: students, teachers, and parents.

Ferlondo J. Tullock, Principal
Chairperson

Jean Wessinger, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	13	8
Percent satisfied with learning environment	90.0%	84.6%	I/S
Percent satisfied with social and physical environment	84.2%	92.3%	I/S
Percent satisfied with home-school relations	75.0%	69.2%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.